



**THE READING COMPREHENSION OF RECOUNT TEXT
OF THE EIGHTH GRADE STUDENTS OF MTs SAFINATUL HUDA
KEDUNG JEPARA IN ACADEMIC YEAR 2012/2013
TAUGHT BY USING *DIGITAL STORYTELLING***

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

By:

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2013**

MOTTO AND DEDICATION

MOTTO:

- ∞ Make a good job with *Bismillahirrohmanirrohiim*
- ∞ Never give up and keep trying.
- ∞ Experience is the best teacher.

DEDICATION

This skripsi is dedicated to:

1. His beloved parents (H. Ahmad Jazeri and Hj. Noor Ida Nahrussaniyah)
2. His beloved brother (Andika Adib Wahyu, and Noval Syamsul Ma'arif)
3. His best friends (Aris Setia Budi, Choirul Annam, Paijah & friends and Brother Complexs)
4. All of the lecturers in UMK for all their knowledge and supports.
5. All of his friends in UMK.

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Ardiansyah Firman Effendi has been approved by the skripsi advisors for further approval by the Examining committee.

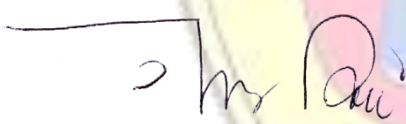
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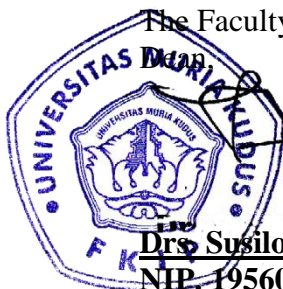

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The writer also realizes that it is impossible to finish the skripsi without the help, guidance, information encouragement, and advice from others. Furthermore, the researcher would like to express the sincerity gratitude and appreciation for the available assistance given by many people in finishing this research. They are:

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The last, there is nothing perfect in this world and final project is not an exception. The writer realizes that there are many weaknesses in this final project. Therefore, suggestion and criticisms are always needed for betterment. The writer hopes this final project will be useful for all the readers both of English teacher of English students. Thank you.

Kudus, March 2013

Ardiansyah Firman Effendi
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ABSTRACT

Effendi, Ardiansyah Firman. 2013. *The Reading Comprehension of Recount Text of the Eighth Grade Students of MTs Safinatul Huda Kedung Jepara in Academic Year 2012/2013 Taught by Using Digital storytelling*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Nuraeningsih, S.Pd, M.Pd (ii) Drs. Supriyadi, M.Pd.

Key words: *Reading Comprehension, Recount Text, Digital storytelling*

Reading comprehension is a process of getting meaning from written text which readers understand the content of the text. Students can know information of the text by reading comprehensive. However, many students get difficulties in reading material, for example recount text. Because of that, teacher should use media of teaching that can develop the reading comprehension of the students. *Digital storytelling* is one of the teaching using media that can be used in teaching reading to develop the students' reading skill. Therefore, the researcher applies *digital storytelling* for the eighth grade students of MTs Safinatul Huda Kedung Jepara in the academic year 2012/2013 to develop their reading comprehension of recount text because they confused in understanding it.

The objective of the research is to find out if there is a significant difference between the reading comprehensions of recount text of the eighth grade students of MTs Safinatul Huda Kedung Jepara in the academic year 2012/2013 before and after taught by using *digital storytelling* media.

The sample of this research is the eleventh grade students of MTs Safinatul Huda Kedung Jepara in the academic year 2012/2013 consist of 36 students from the population students 119. In choosing the sample of the research, the researcher used cluster random sampling. The design of this research was experimental research and used one experimental group.

The result of this research showed that the reading comprehension of recount text of the eighth grade students of MTs Safinatul Huda Kedung Jepara in the academic year 2012/2013 before being taught by using *digital storytelling* is categorized sufficient. The score of mean and standard deviation are 66.27 and 9.94. Meanwhile, the reading comprehension of recount text of the eighth grade students of MTs Safinatul Huda Kedung Jepara in the academic year 2012/2013 after being taught by using *digital storytelling* is categorized good. The score of mean and standard deviation are 79.58 and 8.05. So, the calculation of t-observation (t_o) get results 5.36 in the level significant 0.05 and degree of freedom (df) 35 which is gained from $N-1 = 36-1=35$, the t (critical) is 2.04. It means that there is a significant difference between the reading comprehension of recount text of the eighth grade students of MTs Safinatul Huda Kedung Jepara in the academic year 2012/2013 before and after being taught by using *digital storytelling*.

Based on the result above, it means that *digital storytelling* media work well to develop student's reading comprehension. Therefore, the English teacher can apply *digital storytelling* as medium make students active and doesn't make the students feel bored in teaching process.



ABSTRAK

Effendi, Ardiansyah Firman. 2013. *Pemahaman Membaca Teks Recount Siswa Kelas Delapan MTs Safinatul Huda Kedung Jepara Tahun Ajaran 2012/2013 Diajar dengan Menggunakan Bercerita Digital*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Nuraeningsih, S.Pd, M.Pd (ii) Drs. Supriyadi, M.Pd.

Kata Kunci: *Pemahaman Membaca, Teks Recount, Bercerita Digital*

Pemahaman membaca adalah sebuah proses mendapatkan makna dari teks tulis yang mana pembaca memahami isi dari teks tersebut. Para siswa dapat mengetahui informasi dari teks dengan membaca secara menyeluruh. Tetapi banyak siswa mendapatkan kesulitan dalam materi membaca seperti teks recount. Oleh karena itu, guru sebaiknya menggunakan media mengajar yang dapat mengembangkan kemampuan pemahaman membaca para siswa. *Bercerita digital* adalah salah satu pengajaran menggunakan media yang dapat digunakan dalam mengajar membaca untuk mengembangkan kemampuan membaca siswa. Oleh karena itu, peneliti menerapkan *bercerita digital* untuk siswa kelas delapan MTs Safinatul Huda Kedung Jepara tahun ajaran 2012/2013 untuk memperbaiki pemahaman membaca mereka dalam teks recount karena mereka memiliki kesulitan dalam memahami teks tersebut.

Tujuan penelitian ini adalah untuk mengetahui adakah perbedaan yang signifikan antara pemahaman membaca teks recount siswa kelas delapan MTs Safinatul Huda Kedung Jepara tahun ajaran 2012/2013 sebelum dan sesudah diajar dengan menggunakan media *bercerita digital*.

Sample dari penelitian ini adalah siswa kelas delapan MTs Safinatul Huda Kedung Jepara tahun ajaran 2012/2013 terdiri dari 36 siswa dari populasi siswa 119. Dalam memilih sample penelitian, penulis menggunakan cluster random sampling. Rancangan penelitian ini adalah penelitian eksperimen dan menggunakan satu kelompok eksperimen.

Hasil dari penelitian menunjukkan bahwa pemahaman membaca teks recount siswa kelas delapan MTs Safinatul Huda Kedung Jepara tahun ajaran 2012/2013 sebelum diajar dengan menggunakan media *bercerita digital* dikatakan cukup. Nilai rata-rata dan simpangan baku adalah 66.27 dan 9.94. Sementara itu, pemahaman membaca teks recount siswa kelas delapan MTs Safinatul Huda Kedung Jepara tahun ajaran 2012/2013 sesudah diajar dengan menggunakan media *bercerita digital* dikatakan baik. Nilai rata-rata dan simpangan baku adalah 79.58 dan 8.05. Sehingga, perhitungan dari t-observasi (t_o) mendapatkan hasil 5.36 pada level signifikan 0.05 dan derajat kebebasan (df) 36 di peroleh dari $N-1=36-1=35$, t-critical 2.04. Ini berarti bahwa ada perbedaan yang signifikan antara pemahaman membaca teks recount siswa kelas delapan MTs Safinatul Huda Kedung Jepara tahun ajaran 2012/2013 sebelum dan sesudah diajar dengan menggunakan media *bercerita digital*.

Didasarkan pada hasil diatas, itu berarti bahwa media *bercerita digital* bekerja dengan baik untuk mengembangkan kemampuan memahami bacaan bagi siswa. Oleh karena itu, guru bahasa Inggris dapat mengaplikasikan bercerita digital sebagai media yang membuat siswa aktif dan tidak membuat para siswa bosan dalam proses pengajaran.



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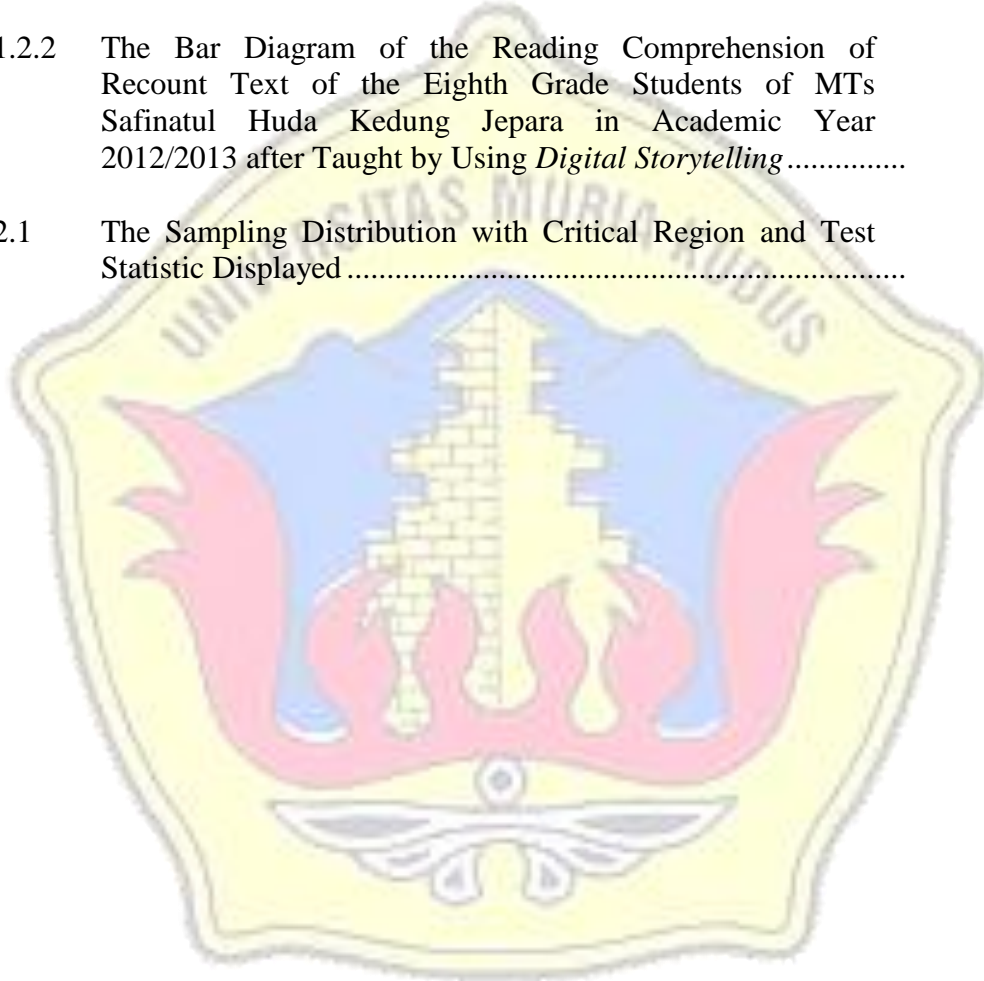


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